Pupil Premium Strategy Statement

Belford Primary School

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| 1. Summary information | | |  |  |  |
| School | Belford Primary School | |  |  |  |
| Academic Year | 2020-21 | Total PP budget | £ 18,415 | Date of most recent PP Review | Sep 2020 |
| Total number of pupils | 75 | Number of pupils eligible for PP | 16 | Date for next internal review of this strategy | July 2021 |

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| 2. Attainment 2019-2020 *(16 children)* |  |  |
| Due to the impact of the Covid 19 Pandemic, it has been not been possible to accurately assess the attainment of children in the 2019-2020 academic year or the impact of the planned Pupil Premium expenditure. | | |

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| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
| In-school barriers *(issues to be addressed in school, such as poor oral language skills)* | | |
| A. | Low aspirations prevent children from reaching their full potential. | |
| B. | Some children enter school with poor speech, language and communication skills and this is likely to have become a greater barrier due to periods of social isolation throughout the Covid 19 pandemic. | |
| External barriers *(issues which also require action outside school, such as low attendance rates)* | | |
| C. | Receiving children mid-year can impact heavily on data when cohorts are small. | |
| D. | Attendance rates for children receiving Pupil Premium (PP) were 93.35% compared to Non PP 96.4% (spring 2020). | |
| 4. Desired outcomes | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| A. | Improve family aspirations so that more children are supported at home and children achieve age related expectations | Children eligible for PP make rapid progress by the end of the academic year and meet age related expectations or beyond. |
| B. | Gaps in speech, language and communication will be reduced in EYFS, so that children are able to achieve a GLD at the end of their Reception year. | Children eligible for PP are able to speak and communicate with their peers and adults in an age appropriate manner. Children are able to understand and use age appropriate vocabulary. |
| C. | Higher rates of progress for higher attaining pupils eligible for PP | Pupils eligible for PP identified as high ability attain as well as ‘other’ pupils identified as high ability |
| D. | Quality first teaching so that all pupils have at least good if not outstanding teaching | Teachers and Teaching Assistants have high expectations of all children and are able to teach highly effective sessions that ensure that all children make progress. |
| E. | Increase attendance for all pupils eligible for PP funding | Reduce the number of persistent absentees among pupils eligible for PP and improve overall attendance from 93.35% to 96% in line with ‘other’ pupils. |

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| 5. Planned expenditure | | | | | |
| Academic year 2020-21 | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Increase attendance  for all pupils eligible for  PP funding    Improve attainment for all pupils, including higher ability pupils | Provide a curriculum that is relevant and meets the needs and interests of all  children at Belford Primary School | EEF say ‘’children cannot benefit from a lesson if they are not present in the classroom engaged in the lesson’’ | * Monitor weekly planning to ensure teachers are planning appropriate activities * Lesson observations/learning walks * Book scrutiny | LR | ongoing |
| Weekly Character Education sessions following the Commando Joe’s Education Programme. | Independent research states ‘Commando Joe’s, significantly improved the educational attainment and engagement of primary and secondary school children over a six month period’. | * CPD all staff September 2020 * Purchase CJ box plus resources (£1,498) * CJ integrated into the whole school PSHE curriculum. * Lesson Observations * Questionnaires for children and parents – July 21. | LR | July 21 |
| Children become active readers and are  reading for pleasure. | Staff training on reading /guided reading/inference training/language and communication Purchase resources | EEF toolkit suggest reading comprehension linked with phonics, collaboration and peer learning techniques can improve learning by 5 months | * High quality CPD (Including OU Reading for Pleasure and Kelly Ashley Word Power Training) * Strategies from training embedded * Consistent systems and routines * Reading questionnaires for children. | LR | May 21 |
| Children are clear about their strengths and areas to develop. Feedback has a positive impact on outcomes. | Revise marking and feedback policy | EEF research show that effective verbal and written feedback is integral to effective teaching. | * Collaborative review of feedback policy. * Lesson observation * Learning walks * Pupil interviews * Book Scrutiny | LR | March 21 – Feedback policy reviewed. Staff trialling new feedback strategies |
| Total budgeted cost | | | | | £ 3,500 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Provide quality first  teaching    Increase attendance  for all pupils eligible for  PP funding | Targeted support   * CPD * Resources to support   interventions   * TA to deliver high quality interventions and support ‘catch-up’ session * Children to be given pre-teaching of key concepts/vocabulary when appropriate. * Engage with EWO when appropriate. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective,    By raising children’s self-esteem they will approach their work with greater confidence.  Pre-teaching children key concepts/vocabulary increases their confidence and engagement in lessons. | * CPD for all TAs so that interventions are of a consistently high standard * Engagement with external specialists e.g. SALT, specialist literacy teachers. * Monitoring of interventions by Senior leaders * Data collection every term * Pupil progress meetings to consider impact and next steps. | LR | Nov 2020  March 21  July 21 |
| Gaps in speech, language and communication will be reduced in EYFS, so that children are able to achieve a GLD at the end of their Reception year. | Targeted Support.   * CPD – NELI (Nuffield Early Language Intervention). * Resources to support with interventions. * TA to deliver daily NELI sessions Spring and Summer 21. | * NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. * The results provide strong evidence for the effectiveness of the NELI programme. * The trial involved 1,156 pupils in 193 schools. * NELI children made an average of 3 ADDITIONAL months’ progress in language. * This result has a very high security rating: 5 out of 5 on the EEF padlock scale. | * CPD for Reception TA and class teacher. * Access to appropriate resources to deliver the programme. * Data collection every term. * Pupil progress meetings will include a discussion around speech, language and communication. | LR | July 21 |
| Raise aspirations for all    Improve attainment for higher ability pupils | * Support parents to work with children at home. Provide access to online resources and sign post to home learning opportunities. School and Class Facebook pages. * PSHE and Assemblies planned throughout the year to raise aspirations – link to Commando Joe’s Character Education. * Class 4 pupil interviews with headteacher. | EEF suggests that parental support at home can influence children’s attainment in school when planned effectively    To raise self-esteem and confidence. | * Questionnaires linked to children’s aspirations for the future (including headteacher interviews with class 4 children). * Monitoring usage of the school and class Facebook pages designed to support children’s learning. * Parent questionnaire. | LR | Nov 2020  March 21  July 21 |
|  | |  | Total budgeted cost | | £11,415 |
| iii. Other approaches | |  |  | |  |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Raise pupil and family  Aspirations. | Whole School PSHE careers theme  Remote discussions with external professionals e.g. local GP, author. | By raising children’s aspirations for the future, linking the curriculum to future life skills, more children will have the desire to attend school. | Whole school project | LR | July 21 |
| Reduce the financial burden on disadvantaged families by removing any additional contributions to educational visits (including swimming) and residential experiences. | School will subsidise the cost of all visits and visitors to school for children eligible to receive Pupil Premium. | Increased participation of trips and enrichment opportunities. No child will miss out on these experiences. Learning will be enhanced. | Monitor attendance of trips and residential experiences.  Speak to families and highlight the value of visits and residentials. | LR | July 21 |
| Reduce the financial burden on disadvantaged families by subsidising Breakfast Club in order to offer affordable access for all, including free access if the need arises. | School will subsidise the cost of Breakfast Club for children eligible to receive Pupil Premium. | Provision of a breakfast club will have a positive impact on levels of attendance and punctuality. Improved attendance and punctuality will have a positive impact on outcomes for children.  Provision of a breakfast club will give the children increased opportunities to socialise with others and will reduce family pressures. | Monitor attendance of breakfast club. | LR | July 21 |
|  | |  | Total budgeted cost | | £3,500 |